

New York State School Report Card Comprehensive Information Report

BEDS Code : 58-10-10-02-0001
 Name : Greenport High School
 Principal: Mr. Michael Comanda

Grade Range : 7-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	55	70	67
Eighth	50	63	59
Ninth	60	49	54
Tenth	43	64	47
Eleventh	44	43	53
Twelfth	51	48	44
Ungraded Secondary	2	0	0
Total K-12 Enrollment	305	337	324

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.3%	0	0.0%	0	0.0%
Black (Not Hispanic)	43	14.1%	52	15.4%	48	14.8%
Hispanic	30	9.8%	52	15.4%	51	15.7%
White (Not Hispanic)	231	75.7%	233	69.1%	225	69.4%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
5	1.6%	24	7.1%	6	1.9%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	34	0
Common Branch	0	0	0
English Grade 8	12	19	20
Mathematics Grade 8	12	22	22
Science Grade 8	12	22	21
Social Studies Grade 8	12	21	21
English Grade 10	18	28	23
Mathematics Grade 10	17	0	22
Science Grade 10	18	31	17
Social Studies Grade 10	21	20	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.0%		94.0%		94.0%
Student Suspensions	11	3.8%	6	2.0%	23	6.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	18.0%	28.8%	23.8%
Reduced Lunch	1.6%	3.3%	4.0%
Public Assistance	1-10%	31-40%	21-30%
Student Stability	98%	92%	91%

Staff Counts

Staff	2001–2002
Total Teachers	37
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	4
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	37	22	59%	39	18	46%	35	20	57%
Students with Disabilities	3	0	0%	2	0	0%	5	0	0%
All Students	40	22	55%	41	18	44%	40	20	50%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	23	11	1	0	2	3
Percent	57%	28%	3%	0%	5%	7%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
5	0	2	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					8	4.0%
	Entered GED Program*					1	0.5%
	Total Noncompleters					9	4.5%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	2	1.0%	8	3.9%	8	4.0%
	Entered GED Program*	1	0.5%	0	0.0%	1	0.5%
	Total Noncompleters	3	1.5%	8	3.9%	9	4.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	1	#
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	60%	4	#	0	0%
Science	12	25%	7	14%	1	#
Reading	0	0%	3	#	7	71%
Writing	2	50%	4	#	4	#
Global Studies	9	22%	3	#	2	#
U.S. Hist & Gov't	7	43%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	68	35	48	4	4	5
Number Scoring 55–100	66	31	39	#	#	2
Number Scoring 65–100	56	30	31	#	#	1
Number Scoring 85–100	9	11	14	#	#	0
Percentage of Tested Scoring 55–100	97%	89%	81%	#	#	40%
Percentage of Tested Scoring 65–100	82%	86%	65%	#	#	20%
Percentage of Tested Scoring 85–100	13%	31%	29%	#	#	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	54	67	0	4	3	0
Number Scoring 55–100	36	56	0	#	#	0
Number Scoring 65–100	30	47	0	#	#	0
Number Scoring 85–100	17	23	0	#	#	0
Percentage of Tested Scoring 55–100	67%	84%	0%	#	#	0%
Percentage of Tested Scoring 65–100	56%	70%	0%	#	#	0%
Percentage of Tested Scoring 85–100	31%	34%	0%	#	#	0%
Mathematics A						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	41	55	39	3	8	5
Number Scoring 55–100	39	53	33	#	7	2
Number Scoring 65–100	32	48	25	#	3	1
Number Scoring 85–100	18	22	4	#	0	0
Percentage of Tested Scoring 55–100	95%	96%	85%	#	88%	40%
Percentage of Tested Scoring 65–100	78%	87%	64%	#	38%	20%
Percentage of Tested Scoring 85–100	44%	40%	10%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	41	1		3	0	
Number Scoring 55–100	40	#		#	0	
Number Scoring 65–100	39	#		#	0	
Number Scoring 85–100	20	#		#	0	
Percentage of Tested Scoring 55–100	98%	#		#	0%	
Percentage of Tested Scoring 65–100	95%	#		#	0%	
Percentage of Tested Scoring 85–100	49%	#		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		36	51		2	5
Number Scoring 55–100		34	48		#	3
Number Scoring 65–100		33	44		#	2
Number Scoring 85–100		23	24		#	1
Percentage of Tested Scoring 55–100		94%	94%		#	60%
Percentage of Tested Scoring 65–100		92%	86%		#	40%
Percentage of Tested Scoring 85–100		64%	47%		#	20%
Living Environment (first administered June 2001)						
Number Tested		51	36		2	3
Number Scoring 55–100		50	35		#	#
Number Scoring 65–100		46	34		#	#
Number Scoring 85–100		15	6		#	#
Percentage of Tested Scoring 55–100		98%	97%		#	#
Percentage of Tested Scoring 65–100		90%	94%		#	#
Percentage of Tested Scoring 85–100		29%	17%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		39	55		5	6
Number Scoring 55–100		33	46		3	3
Number Scoring 65–100		25	42		2	2
Number Scoring 85–100		7	16		1	0
Percentage of Tested Scoring 55–100		85%	84%		60%	50%
Percentage of Tested Scoring 65–100		64%	76%		40%	33%
Percentage of Tested Scoring 85–100		18%	29%		20%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	65	41	45	51	51
2001	47	58	40	47	48
2002	50	44	53	41	47

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	11	6	4	10	8
2001	8	10	5	4	7
2002	6	6	5	6	6

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	51	48	47	8	7	6
Comprehensive French						
Number Tested	10	9	17	0	0	0
Number Scoring 55–100	10	9	17	0	0	0
Number Scoring 65–100	10	9	17	0	0	0
Number Scoring 85–100	5	7	11	0	0	0
Percentage of AGE Tested	20%	19%	36%	0%	0%	0%
Percentage of AGE Scoring 55–100	20%	19%	36%	0%	0%	0%
Percentage of AGE Scoring 65–100	20%	19%	36%	0%	0%	0%
Percentage of AGE Scoring 85–100	10%	15%	23%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	51	48	47	8	7	6
Comprehensive Spanish						
Number Tested	17	12	20	0	0	0
Number Scoring 55–100	17	12	20	0	0	0
Number Scoring 65–100	17	12	20	0	0	0
Number Scoring 85–100	9	10	16	0	0	0
Percentage of AGE Tested	33%	25%	43%	0%	0%	0%
Percentage of AGE Scoring 55–100	33%	25%	43%	0%	0%	0%
Percentage of AGE Scoring 65–100	33%	25%	43%	0%	0%	0%
Percentage of AGE Scoring 85–100	18%	21%	34%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	51	48	47	8	7	6
Sequential Mathematics, Course II						
Number Tested	28	38	46	0	0	1
Number Scoring 55–100	27	36	44	0	0	#
Number Scoring 65–100	24	35	40	0	0	#
Number Scoring 85–100	19	19	20	0	0	#
Percentage of AGE Tested	55%	79%	98%	0%	0%	#
Percentage of AGE Scoring 55–100	53%	75%	94%	0%	0%	#
Percentage of AGE Scoring 65–100	47%	73%	85%	0%	0%	#
Percentage of AGE Scoring 85–100	37%	40%	43%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	92%	87%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	38	28	28	0	0	1
Number Scoring 55–100	29	22	22	0	0	#
Number Scoring 65–100	25	20	21	0	0	#
Number Scoring 85–100	14	10	7	0	0	#
Percentage of AGE Tested	75%	58%	60%	0%	0%	#
Percentage of AGE Scoring 55–100	57%	46%	47%	0%	0%	#
Percentage of AGE Scoring 65–100	49%	42%	45%	0%	0%	#
Percentage of AGE Scoring 85–100	27%	21%	15%	0%	0%	#
Percentage of Tested Scoring 65–100	66%	71%	75%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	51	48	47	8	7	6
Earth Science (last administered January 2001)						
Number Tested	58	2		9	0	
Number Scoring 55–100	40	#		2	0	
Number Scoring 65–100	28	#		2	0	
Number Scoring 85–100	15	#		1	0	
Percentage of AGE Tested	114%	#		112%	0%	
Percentage of AGE Scoring 55–100	78%	#		25%	0%	
Percentage of AGE Scoring 65–100	55%	#		25%	0%	
Percentage of AGE Scoring 85–100	29%	#		12%	0%	
Percentage of Tested Scoring 65–100	48%	#		22%	0%	
Biology (last administered January 2001)						
Number Tested	44	26		4	0	
Number Scoring 55–100	33	22		#	0	
Number Scoring 65–100	27	20		#	0	
Number Scoring 85–100	10	9		#	0	
Percentage of AGE Tested	86%	54%		#	0%	
Percentage of AGE Scoring 55–100	65%	46%		#	0%	
Percentage of AGE Scoring 65–100	53%	42%		#	0%	
Percentage of AGE Scoring 85–100	20%	19%		#	0%	
Percentage of Tested Scoring 65–100	61%	77%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	27	26	0	0	0	0
Number Scoring 55–100	20	22	0	0	0	0
Number Scoring 65–100	16	20	0	0	0	0
Number Scoring 85–100	4	9	0	0	0	0
Percentage of AGE Tested	53%	54%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	39%	46%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	31%	42%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	8%	19%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	59%	77%	0%	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	51	48	47	8	7	6
Physics (last administered January 2002)						
Number Tested	25	19	0	0	0	0
Number Scoring 55–100	21	17	0	0	0	0
Number Scoring 65–100	16	13	0	0	0	0
Number Scoring 85–100	6	1	0	0	0	0
Percentage of AGE Tested	49%	40%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	41%	35%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	31%	27%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	12%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	68%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			35			1
Number Scoring 55–100			30			#
Number Scoring 65–100			22			#
Number Scoring 85–100			4			#
Percentage of AGE Tested			74%			#
Percentage of AGE Scoring 55–100			64%			#
Percentage of AGE Scoring 65–100			47%			#
Percentage of AGE Scoring 85–100			9%			#
Percentage of Tested Scoring 65–100			63%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			22			0
Number Scoring 55–100			13			0
Number Scoring 65–100			11			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			47%			0%
Percentage of AGE Scoring 55–100			28%			0%
Percentage of AGE Scoring 65–100			23%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			50%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	83%	7	86%	3	#
Students with Disabilities	8	75%	5	80%	0	0%

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	49	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	52	2%	37%	50%	12%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	38	38	6	6	44	44
Number Scoring 55–64	1	1	0	1	1	2
Number Scoring 65–84	14	10	2	1	16	11
Number Scoring 85–100	17	21	0	0	17	21
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	48	5	53
Number Scoring 55–64	2	1	3
Number Scoring 65–84	27	1	28
Number Scoring 85–100	15	1	16
Approved Alternatives	0	0	0

(Form – O)